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ABSTRACT

The Pennsylvania Educational Quality Assessment data have consistently shown differences between rural, suburban, and urban schools in terms of performance on goal areas and on important background variables. The most consistent pattern has been demonstrated by achievement on cognitive measures. The analyses reported upon were conducted on the 1981 data base which was the largest and most diverse sample thus far. The linear and quadratic relationships were analyzed. Community types were categorized as rural/small town, suburban, and urban. Differences in goal areas, condition variables, achievement, and socioeconomic effects were studied. The relationship between condition variables and basic skills, and between condition variables in noncognitive areas were analyzed. The results are presented in chart format. (DWH)

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AN EXAMINATION OF COMMUNITY TYPE DIFFERENCES IN THE EDUCATIONAL QUALITY ASSESSMENT DATA

Dr. Richard L. Kohr

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Educational Quality Assessment (EQA)

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An Examination of Community Type Differences in the Educational Quality Assessment Data

Richard L. Kohr
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For years the Educational Quality Assessment data has consistently shown differences between rural, suburban and urban schools in terms of performance on the fourteen goal areas and on important condition (background) variables. Achievement on the cognitive measures have demonstrated the most consistent pattern with suburban areas scoring highest, followed by rural-small town communities, and last of all urban areas. Performance on noncognitive areas follow a variety of patterns depending on the goal area. All analyses were conducted on the 1981 data base which was the largest and most diverse sample to date.

Linear and Quadratic Relationships

Awareness of particular patterns of performance became apparent during the examination of EQA data for non-linear relationships. Begun in 1974, this type of analysis compared the linear correlation (straight line relationship) between a goal score and condition variable with the quadratic correlation (a relationship described as a curved line with one point of inflection). When a quadratic relationship between two variables is significantly greater than a linear one, it may be said that the relationship is better explained by a curve than a straight line. For example, the linear relationship between grade 5 reading and community type (RESIDE) is -.41 which indicates that school building mean reading scores tend to decline as the score on RESIDE increases. To understand this better we need to see how RESIDE is scored. Students respond to an item asking about the community in which they live. The response choices and scoring weights are shown below.

7 = in Philadelphia or Pittsburgh

6 = inside a large city (100,000 - 500,000)

5 = inside a medium size city (10,000 - 100,000)

4 = in a suburb of Philadelphia or Pittsburgh

3 = in a suburb of a large city

2 = in a suburb of a medium size city

1 = in a small town (less than 10,000 people)

0 = in the open country or farming community

If half the students in a building came from the open country (weighted zero) and the remaining half from a small town (weighted 1), the building mean score would be 0.5.

Observe that a higher value indicates that students live in large areas of dense population, i.e., more removed from open space. The variable might also be called a population density measure. The statistical relationship mentioned above may be restated as indicating that reading achievement decreases as population density increases. One might be tempted to conclude that rural and small-town areas do best while communities of progressively larger size do correspondingly poorer. However, when we consider that the quadratic correlation between reading and RESIDE reaches .63, which is significantly greater than -.41, the need to describe the relationship differently becomes obvious. The quadratic and linear correlations account for 40 and 17 percent of the variance in school mean reading scores, thus the quadratic contributes 23 percent more variance than the linear model. Comparing the quadratic fit to a linear one was accomplished through polynomial regression using powers of RESIDE. In this approach, the percentage of variance (r^2) for the linear relationship with RESIDE is compared with the percentage of variance (R^2) for the multiple correlation using the squared RESIDE score in addition to the RESIDE score (Cohen and Cohen, 1975).

Summarized in table 1 are the linear and quadratic correlations for which the quadratic relationship contributed at least five percent additional variance. In each instance the quadratic model was a statistically significant improvement over the linear model. Cognitive measures predominate; in only seven instances did noncognitive areas fit this criterion. Interest in school and learning, societal responsibility and creative activities failed to fit a quadratic pattern at all. The strongest array of quadratic relationships occurred for the cognitive measures at grade 5 where the improvement beyond the linear model (R^2 gain) exceeded 20 percent in each instance. Similar results occurred at grade 8 where all cognitive measures except reading revealed a 20 percent increase in variance accounted for by the quadratic model.

Noncognitive measures generally displayed quadratic relationships with lower amounts of improvement over the linear model. Understanding Others, the only measure demonstrating a quadratic pattern in all three grade levels, seemed to show a weaker R^2 gain across grades. Appreciating Human Accomplishments showed quadratic patterns at grades 8 and 11 while Self Esteem (grade 5) and Health Practices (grade 11) appeared only once.

Community Type Categories

Finding a quadratic relationship that is significantly greater than a linear one does not lead to an automatic interpretation of the nature of the curve. One way of presenting data efficiently which conveys the nature of the relationship is in terms of mean scores for community type subgroups. Rural, suburban and urban community types were defined in terms of school mean scores on the residence (RESIDE) variable as shown below.

Rural/small town	(mean RESIDE score between 0.0 and 1.50)
Suburban	(mean RESIDE score between 1.51 and 4.50)
Urban	(mean RESIDE score between 4.51 and 7.0)

Community Type Differences in Goal Areas

Tables 2 through 4 present means and standard deviations for the three major community type categories.

In the cognitive goal areas the pattern was consistent and very strong. Schools in suburban communities scored significantly higher than rural schools. Rural schools in turn scored higher than schools in urban areas. This was true for all comparisons except reading, career awareness and information usage at grade 11 where only the rural-suburban comparisons were nonsignificant. Cohen's (1969) d-index, a measure of effect size, is presented in the tables together with an asterisk to identify statistically significant contrasts determined by the Behrens-Fisher t with Welch's solution for degrees of freedom (Kirk, 1968). The d-index represents the size of the difference relative to the common standard deviation. According to Cohen's guidelines, a value of 0.5 was regarded as a moderate effect and 0.8 was considered a large effect. In terms of this index it will be noted that most significant rural-suburban (R-S) comparisons were in the range of approximately 0.5 to 0.8 of a standard deviation. Suburban-Urban (S-U) differences were approximately 1.7 standard deviations at grade levels 5 and 11 while at grade 8 all d values but one exceeded 2.0 standard deviations. The rural-urban (R-U) differences hovered around 1.5 standard deviations for grade 5 and reached nearly 2.0 at grades 8 and 11. As can be seen this pattern of large differences is highly consistent across grade levels for the cognitive areas.

Community Type Differences on Condition Variables

As anticipated, schools from the three types of communities differed on many background characteristics or condition variables as revealed in Tables 5 to 7. A particularly strong pattern was noted at grade 5 which coincided with the achievement configuration described above. This pattern finds suburban areas scoring highest, rural areas next, followed by urban areas. All socio-economic variables reflected this pattern as did television viewing, access to the school library and all but one of the teacher perception variables. Thus, suburban schools can be characterized as having the highest levels of parental education, parental occupation, reading material in the home, the greatest access to the school library, and the greatest teacher satisfaction with respect to parents, activities external to the classroom, relationship with parents and students, classroom disruptions, influence in instructional decisions and discipline. Furthermore, suburban schools have the lowest percentage of Title I children, the smallest family size and the lowest level of television viewing by their students. By contrast, urban areas are the lowest on the socioeconomic indicators (largest number of Title I students and largest family size, lowest education and occupation levels and least amount of reading material in the home), have the highest amount of television watching, least access to the school library and the least satisfied teaching staff. Rural schools, of course are in between the suburban and urban areas. It is not surprising then that achievement levels are higher in the suburban schools where socioeconomic conditions are much more favorable.

At grade 8 the general pattern persisted although not as strongly. In the socioeconomic block, percentage of Title I students, family size and amount of reading material in the home followed the general pattern but parental education and occupation revealed significantly higher scores for the suburban schools

while rural and urban schools did not differ significantly from one another. The general pattern was also found for television viewing and teacher satisfaction with respect to parents, activities external to the classroom and relationships with parents and students. On the remaining teacher perception variables suburban and rural teachers responded more positively than urban teachers. In contrast to grade 5, rural students indicated they had greater access to the school library than suburban students; urban children still perceived the least access. Suburban and urban students were similar in their educational expectations and perception of parental expectations; both groups outscored rural children. In terms of student perception of teacher expectations, urban students scored highest, followed by suburban and rural children.

With few exceptions, the description of grade 8 background variable patterns also applies to grade 11. Urban teachers remained less positive than suburban or rural teachers in satisfaction with parents, relationship with parents and students, classroom disruptions and discipline problems. The remaining three teacher perception variables failed to display significant differences at grade 11. Students in suburban and urban schools outscored students in rural areas on parental expectations, educational expectations, occupation desired and occupation expected. Urban students revealed higher teacher expectations than rural students.

Achievement Differences and Socioeconomic Effects

Clearly, socioeconomic (SES) differences between types of communities represents a predominant theme in the achievement differences observed in the data. It is common to attribute such achievement differences to SES; however, White (1982) offers an important reminder that SES is not an explanation but rather a proxy for those important unmeasured child rearing practices, expectations and life experience opportunities which are the likely determinents of achievement differences:

> Even though family background does have a strong relationship with achievement, it may be <u>how</u> parents rear their children (i.e., do they read to their children, take them to the library, encourage them in school, or help them with their homework?) and not the parents' occupation, income, or education that really makes the difference. (p. 471)

Certainly, differences in these characteristics exist in the diversity found in rural, suburban and urban communities. Suburban areas, with its greater concentration of professional and more highly educated families, generally, provide greater support for libraries and other cultural opportunities. A rather different milieu is present in rural areas, many of which are sparsely populated with little access to cultural activities. Although an urban area may have cultural opportunities, they may be largely unavailable to the poor who disproportionately inhabit cities.

Relationship Between Condition Variables and Selected Goal Scores Within Subgroups

Correlations between condition variables and basic skills and for selected attitudinal areas were calculated for the total sample and community type subgroups. Reading, writing and mathematics correlations with condition variables are presented in tables 8 through 10 for grade levels 5, 8 and 11.

Similarly, tables 11 through 13 contain correlations for self-esteem, attitude toward school and learning and societal responsibility, which were selected to represent the noncognitive areas. To determine whether the correlation coefficients observed for the three community type subgroups differed significantly from one another, Fisher's z transformation was employed. The outcome of these significance tests is summarized in tables 14 and 15 for basic skills and noncognitive outcomes respectively.

Often the total sample correlation is a perfectly adequate index of the relationship between goal scores and condition variables. This is seen in instances where the subgroup correlations do not differ significantly from one another. However, when subgroup correlations do differ in a statistically significant way, the total sample correlation may mask important differences in the degree of relationship or in the direction of a relationship.

Relationship Between Condition Variables and Basic Skills

The pattern of correlations across subgroups differs from elementary to secondary levels. Since results were generally similar for reading, writing and mathematics Table 14 identifies the nature of significant differences in correlation coefficients when they occur in at least two of the three areas. At grade 5 there was a consistent tendency for urban schools to exhibit significantly higher correlations than rural areas in 22 of the 27 condition variables tested at that level and topped suburban areas twelve times. Fewer correlations revealed significant differences between subgroups at grades 8 and 11 partly because of lower degrees of freedom (smaller sample size) than at grade 5. For both grades 8 and 11 there was a tendency for suburban areas to have significantly higher correlations than rural areas. It was rare indeed for correlations in rural areas to exceed those observed in suburban or urban communities.

Eight of the condition variables displayed a consistent correlational pattern across all three grade levels. These included parental education (PAREDUC) and occupation (PAROCC) where suburban areas demonstrated significantly higher correlations than rural areas; percentage of white students (PCTWHITE) and stability of home residence (STABLE) where correlations for urban areas were greater than for rural and suburban communities; and teacher locale (TLOCALE) where correlations for suburban areas were consistently negative whereas urban areas revealed positive correlations. The three expectation variables, parental expectations (PAREXP), student educational expectations (EDEXPECT) and student perception of teacher expectations (STEACHEX) demonstrated significant differences at grade 8 and 11 where higher correlations were observed for suburban areas rather than for rural. Suburban schools demonstrated significant positive correlations whereas, urban areas reflected strong correlations in the negative direction.

Already alluded to were several condition variables for which correlations differed in direction from one group to another for teacher locale. Correlations were significant in the positive direction for suburban schools but significant at about the same magnitude in the negative direction for urban areas. At grades 8 and 11 student perception of teacher expectations revealed substantial positive correlations for suburban areas and large negative correlations in urban schools. A pattern of positive correlations observed in suburban areas and negative in urban was also found in grade 8 for parental expectations and for amount of homework (HOMEWORK) and home climate (HOMECLIM) at grade 11.

Also at grade 11 class size (CLSIZE) demonstrated negative correlations with basic skills in suburban areas but positive in urban.

Relationship Between Condition Variables in Noncognitive Areas

In contrast to the basic skill areas, the noncognitive measures show great variability which mitigates against concise summarization of results. Little consistency in correlational patterns occurred across grade levels for either self-esteem or interest in school and learning; considerable consistency was observed for societal responsibility.

Self-esteem results were characterized by many significant differences in correlation at grade 5 but very few at grades 8 and 11. Like the basic skill results the strongest pattern was the tendancy for urban areas to exhibit larger correlations for 18 of the 27 condition variables at grade 5. In 10 instances urban areas had larger correlations than suburban communities. Directionally different but significant correlations were found in two instances at grade 5. Urban schools had a positive correlation for teacher locale while suburban areas displayed a very low negative correlation. Homework in urban schools again had a positive correlation and rural schools, a negative correlation. At grades 8 and 11 student perception of teacher expectations had a positive correlation with self-esteem in suburban schools but a negative correlation in urban schools.

Interest in school and learning demonstrated many significantly different correlations at grade 11 in contrast to the sparsity at grades 5 and 8. One interesting finding at grade 5 was the reversal in correlational directionality for percentage of white students. The positive correlation for rural schools was significantly different from the negative correlations for suburban and urban schools. At both grades 8 and 11 strong correlations were found for student perception of parental interest at school in rural and suburban communities with a weaker relationship in urban schools. There were 11 instances of directionality shifts at grade 11 although care must be exercised in interpreting the urban results since the sample size is small. A predominate pattern was positive correlations for suburban schools and negative correlations for urban. This was found for teacher satisfaction (TSATPAR), activities external to the classroom (EXTRACT), teacher relationships (TRELATE), parental education parental occupation and amount of reading material in the home. The reverse pattern was observed for percentage of Title I (PCTITLI), family size (FAMSIZE) and television watching (TVWATCH).

Societal responsibility displayed considerably more consistency than self-esteem or interest in school and learning. Urban schools consistently revealed larger correlations than rural schools (18 times at grade 5, 9 times at grade 8 and 11 times at grade 11). Urban areas also had higher correlations than suburban schools at two grade levels (16 times at grade 5 and 7 times at grade 8). Numerous directionality shifts in correlations occurred. At grade 5 teacher locale exhibited a positive correlation in the urban area and negative correlation in suburban and parental education displayed a positive correlation for urban and negative correlation for rural. At grade 8 tuition and teacher satisfaction with parents revealed negative correlations in rural and suburban communities but a positive correlation for urban schools. Teacher relationships, teacher perception of disruptions and influence in instructional decisions revealed a positive correlation for urban schools and a negative relationship

in suburban schools. Lastly, parental education and parental occupation revealed a positive correlation in the urban schools and a negative relationship in rural and suburban areas. At grade 11 the picture was even more complicated with percentage of title I students correlating positively in rural areas and negatively in urban areas, but the pattern was reversed for tuition. Parental education and parental occupation revealed positive correlations for suburban and urban areas and a negative relationship in rural schools. A pattern of positive correlations in urban and rural schools with negative correlations in suburban areas was found for percentage of white students and family size. By contrast, student perception of teacher expectations revealed a positive correlation in suburban areas and a negative correlation in urban.

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Table 1

Summary of Relationships Involving Community Type (RESIDE) and Goal Areas For Which the Quadratic Correlation Accounted for At Least Five Percent More Variance Than the Linear Correlation

	GRADE 5			GRADE 8			GRADE 11		
	Linear	Quad	R^2 Gain	Linear	Quad	R^2 Gain	Linear	Quad	R^2 Gain
Self-Esteem	-.11	.42	.17						
Understanding Others	-.29	.53	.19	-.44	.58	.14	-.40	.49	.07
Reading	-.41	.63	.23	-.53	.68	.18	-.41	.52	.11
Writing	-.36	.62	.25	-.47	.69	.26	-.35	.60	.24
Math	-.35	.57	.21	-.46	.64	.20	-.38	.61	.23
Int. Schl. & Lng.									
Social Responsibility									
K. Law/Government	-.41	.63	.22	-.48	.68	.22	-.27	.52	.20
Health	-.53	.71	.23				.06	.42	.17
Creative Activities									
Career Awareness	-.42	.67	.27	-.52	.70	.22	-.35	.57	.20
App. Human Acc.				-.28	.54	.21	.28	.40	.08
K. Human Acc.	-.25	.58	.27	-.33	.61	.26	-.27	.55	.27
Information Usage	-.38	.65	.20	-.46	.67	.23	-.40	.57	.16

Table 2

Means and Standard Deviations for Goal Areas Within Community Type Subgroups
EQA Data for Grade 5, Spring 1981

	Rural (n=337)		Suburban (n=158)		Urban (n=126)		Significant Contrasts & D-Index		
	Mean	SD	Mean	SD	Mean	SD	R-S	R-U	S-U
Self-Esteem	61.97	3.16	64.14	3.21	60.23	4.19	*0.68	*0.50	*1.06
Understanding Others	120.43	8.26	124.53	8.47	110.80	10.82	*0.49	*1.07	*1.43
Reading	28.12	3.34	30.40	3.91	21.77	5.34	*0.65	*1.59	*1.88
Writing	29.30	2.64	31.54	2.84	24.75	4.17	*0.83	*1.45	*1.94
Math	37.27	3.56	39.34	3.62	32.15	5.47	*0.58	*1.23	*1.58
Int. Schl. & Lng.	54.96	3.71	54.64	3.27	55.95	3.88	0.09	0.26	*0.37
Social Responsibility	43.54	2.44	42.82	2.34	40.77	3.62	*0.30	*0.99	*0.69
K. Law/Government	11.40	1.34	12.09	1.48	9.04	2.13	*0.50	*1.48	*1.69
Health Knowledge	30.34	2.09	31.20	2.12	24.69	4.53	*0.40	*1.91	*1.91
Creative Activities	52.46	5.88	55.40	5.60	54.42	6.81	*0.50	*0.32	0.16
Career Awareness	24.98	1.96	26.35	1.96	20.82	4.04	*0.70	*1.55	*1.81
App. Human Acc.	149.62	10.21	148.17	9.68	149.52	11.26	0.14	0.01	0.13
K. Human Acc.	21.38	2.52	23.94	2.86	17.94	4.21	*0.97	*1.12	*1.70
Information Usage	19.00	2.06	20.80	2.40	15.04	3.40	*0.82	*1.59	*2.00

NOTE: Community Type (RESIDE) definitions: Rural (0.0 - 1.50), Suburban (1.51 - 4.50), Urban (4.51 - 7.0)
*denotes significance beyond .01 level determined by Behrens-Fisher t with Welch's solution for df.

Table 3

Means and Standard Deviations for Goal Areas Within Community Type Subgroups
EQA Data for Grade 8, Spring 1981

	Rural (n=128)		Suburban (n=60)		Urban (n=43)		Significant Contrasts & D-Index		
	Mean	SD	Mean	SD	Mean	SD	R-S	R-U	S-U
Self-Esteem	57.78	2.42	59.07	2.14	58.40	2.96	*0.55	0.24	0.27
Understanding Others	112.24	4.88	113.88	5.09	102.34	9.52	0.33	*1.56	*1.56
Reading	27.37	2.34	28.43	2.77	21.23	4.25	*0.43	*2.09	*2.08
Writing	36.86	2.25	38.78	2.87	30.55	4.98	*0.78	*2.00	*2.12
Math	32.05	2.97	34.07	3.51	25.10	5.00	*0.64	*1.94	*2.14
Int. Schl. & Lng.	67.71	4.93	67.74	5.04	70.30	4.62	0.00	*0.53	*0.52
Social Responsibility	62.26	3.34	59.19	3.05	59.58	4.24	*0.94	*0.75	0.10
K. Law/Government	25.44	2.23	26.89	2.53	20.14	4.32	*0.62	*1.83	*1.99
Health Behavior	87.36	3.35	86.33	2.84	85.62	5.35	0.32	0.44	0.18
Creative Activities	45.35	4.22	47.73	4.04	52.88	8.53	*0.57	*1.34	*0.82
Career Awareness	23.69	1.61	24.72	1.63	19.12	3.54	*0.63	*2.03	*2.15
App. Hum. Acc.	131.73	8.29	126.26	6.80	142.12	12.64	*0.70	*1.09	*1.64
K. Hum. Acc.	29.57	2.73	32.15	3.25	24.29	5.76	*0.89	*1.42	*1.76
Information Usage	15.09	1.28	16.03	1.75	11.99	2.26	*0.65	*1.96	*2.04

NOTE: Community Type (RESIDE) definitions: Rural (0.0 - 1.50), Suburban (1.51 - 4.50), Urban (4.51 - 7.0).
*denotes significance beyond .01 level determined by Behrems-Fisher t with Welch's solution for df.

Table 4

Means and Standard Deviations for Goal Areas Within Community Type Subgroups
EQA Data for Grade 11, Spring 1981

	Rural (n=106)		Suburban (n=52)		Urban (n=20)		Significant Contrasts & D-Index		
	Mean	SD	Mean	SD	Mean	SD	R-S	R-U	S-U
Self-Esteem	58.56	2.53	59.43	2.10	60.88	2.49	0.36	*0.92	0.66
Understanding Others	114.05	4.30	113.38	4.69	105.28	9.31	0.15	*1.63	*1.29
Reading	25.40	2.13	25.54	2.37	20.33	4.13	0.06	*2.00	*1.76
Writing	34.69	2.08	35.66	2.40	29.35	5.04	*0.44	*1.94	*1.89
Math	34.92	2.18	36.35	2.65	28.92	5.07	*0.48	*2.13	*2.05
Int. Schl. & Lng.	63.28	4.08	64.06	4.26	69.49	4.84	0.19	*1.48	*1.22
Social Responsibility	50.94	2.09	49.35	1.74	48.35	2.82	*0.80	*1.16	0.48
K. Law/Government	24.65	1.94	25.67	2.15	20.76	3.94	*0.51	*1.65	*1.78
Health Behavior	80.93	3.80	78.71	2.83	83.54	4.96	*0.63	0.65	*1.36
Creative Activities	40.71	4.20	42.79	4.23	46.11	7.52	*0.49	*1.11	0.62
Career Awareness	22.98	1.60	23.56	1.44	19.39	3.28	0.38	*1.84	*1.98
App. Hum. Acc.	127.41	8.11	126.17	6.58	137.53	12.34	0.16	*1.14	*1.33
K. Hum. Acc.	26.28	2.43	28.46	2.66	22.05	4.87	*0.87	*1.44	*1.88
Information Usage	18.13	1.27	18.40	1.59	14.69	2.94	0.20	*2.09	*1.81

NOTE: Community Type (RESIDE) definitions: Rural (0.0 - 1.50), Suburban (1.51 - 4.50), Urban (4.51 - 7.0)
*denotes significance beyond .01 level determined by Behrens-Fisher t with Welch's solution for df.

Table 5

Means and Standard Deviations for Condition Variables Within Community Type Subgroups
EQA Data for Grade 5, Spring 1981

	Rural (n=337)		Suburban (n=158)		Urban (n=126)		Significant Contrasts & D-Index		
	Mean	SD	Mean	SD	Mean	SD	R-S	R-U	S-U
GRENROLL	66.82	44.04	71.29	28.78	78.56	48.59	0.11	0.26	0.19
PCTTITLI	22.38	11.76	11.48	10.23	38.06	16.67	*0.96	*1.18	*1.97
TUITION	1283.97	171.92	1732.52	325.54	1701.20	188.30	*1.93	*2.36	0.12
TLOCALE	1.46	0.29	1.40	0.31	1.54	0.27	0.20	0.26	*0.46
TSATPAR	2.25	0.31	2.38	0.28	1.94	0.42	*0.43	*0.91	*1.26
TEDUC	1.55	0.25	1.78	0.26	1.90	0.30	*0.90	*1.32	*0.45
TEXPER	11.88	2.63	13.02	2.89	13.37	2.53	*0.44	*0.59	0.12
CLSIZE	24.14	2.64	23.01	2.24	25.06	3.94	*0.45	0.30	*0.66
READTIME	5.45	1.09	5.54	1.09	5.59	0.90	0.08	0.14	0.05
MATHTIME	4.12	0.54	4.15	0.49	4.44	0.47	0.05	*0.62	*0.61
EXTRACT	11.76	1.21	12.36	1.06	10.71	1.67	*0.51	*0.78	*1.21
TRELATE	18.98	2.56	20.82	2.47	15.89	4.05	*0.72	*1.02	*1.51
DISRUPT	20.11	1.34	20.54	1.30	18.71	1.84	*0.32	*0.94	*1.17
INFLUENC	20.54	2.22	21.26	2.13	18.87	2.71	*0.33	*0.71	*1.00
TSTAFF	7.95	0.74	8.07	0.63	7.25	1.12	0.17	*0.81	*0.92
DISCPROB	10.98	1.52	11.46	1.66	8.54	2.62	*0.30	*1.30	*1.36
PAREDUC	3.57	0.42	4.36	0.78	3.29	0.58	*1.40	*0.61	*1.53
PAROCC	52.63	9.24	67.97	13.12	43.82	12.38	*1.44	*0.86	*1.88
PCTGIRLS	48.83	8.38	49.74	7.09	50.77	7.92	0.11	0.24	0.14
RESIDE	0.56	0.40	3.46	0.75	6.22	0.92	*5.38	*9.58	*3.30
PCTWHITE	97.58	4.48	93.84	8.01	53.82	38.58	*0.64	*2.14	*1.52
LIBRARY	1.69	0.58	1.94	0.52	1.34	0.47	*0.46	*0.62	*1.20
STABLE	3.67	0.14	3.64	0.14	3.42	0.25	*0.26	*1.48	*1.12
FAMSIZE	2.20	0.38	2.04	0.28	2.68	0.60	*0.47	*1.06	*1.41
FAMORDER	1.17	0.14	1.20	0.11	1.06	0.16	*0.26	*0.72	*1.01
SPARINT	6.20	0.50	6.46	0.42	6.05	0.66	*0.57	0.29	*0.80
HOMEWORK	1.97	0.28	1.96	0.23	1.91	0.28	0.04	0.20	0.17
TVWATCH	2.34	0.35	2.08	0.38	2.61	0.40	*0.71	*0.76	*1.38
HOMEREAD	10.79	0.76	11.39	0.86	10.01	1.06	*0.76	*0.92	*1.46
HOMECLIM	25.31	1.16	25.68	1.09	25.21	1.44	*0.33	0.08	*0.38

NOTE: Community Type (RESIDE) definitions: Rural (0.0 - 1.50), Suburban (1.51 - 4.50), Urban (4.51 - 7.0)
*denotes significance beyond .01 level determined by Behrens-Fisher t with Welch's solution for df.

Table 6

Means and Standard Deviations for Condition Variables Within Community Type Subgroups
EQA Data for Grade 8, Spring 1981

Condition Variables	Rural (n=128) Mean	SD	Suburban (n=60) Mean	SD	Urban (n=43) Mean	SD	Significant Contrasts & D-Index R-S	R-U	S-U
GRENROLL	162.80	72.09	253.40	114.09	224.88	167.82	*1.03	0.60	0.20
PCTTITLI	21.87	10.72	13.15	10.58	34.10	16.15	*0.82	*1.00	*1.59
TUITION	1487.89	197.91	1841.15	355.60	1787.04	195.07	*1.37	*1.52	0.18
TLOCALE	1.33	0.30	1.40	0.26	1.51	0.24	0.24	*0.64	0.46
TSATPAR	1.91	0.24	2.05	0.26	1.64	0.39	*0.56	*0.95	*1.27
TEDUC	1.62	0.17	1.89	0.27	2.00	0.25	*1.30	*1.98	0.43
TEXPER	12.43	2.05	12.97	2.34	12.34	2.02	0.25	0.04	0.28
CLSIZE	24.21	2.38	23.99	1.98	25.98	3.46	0.09	*0.66	*0.74
EXTRACT	10.65	1.21	11.40	1.27	9.66	1.55	*0.60	*0.76	*1.25
TRELATE	14.80	2.38	16.48	2.97	13.04	3.27	*0.65	*0.67	*1.11
DISRUPT	18.71	1.45	18.95	1.32	17.55	1.75	0.17	*0.76	*0.92
INFLUENC	19.39	2.18	20.16	2.29	17.92	2.05	0.34	*0.68	*1.02
TSTAFF	7.26	0.76	7.47	0.82	6.56	1.09	0.27	*0.82	*0.97
DISCPROB	9.56	1.73	9.83	1.84	7.48	2.15	0.15	*1.13	*1.19
PAREDUC	3.50	0.29	4.16	0.66	3.43	0.42	*1.50	0.19	*1.28
PAROCC	55.62	6.48	66.77	9.71	52.20	8.70	*1.45	0.48	*1.56
PCTGIRLS	49.54	4.96	48.41	3.44	50.10	6.22	0.25	0.11	0.35
RESIDE	0.69	0.36	3.19	0.84	6.28	0.81	*4.48	*10.88	*3.73
PCTWHITE	96.29	4.96	92.40	6.93	49.24	34.95	*0.69	*2.62	*1.86
LIBRARY	1.95	0.35	1.78	0.33	1.41	0.56	*0.48	*1.30	*0.85
STABLE	3.72	0.11	3.65	0.13	3.51	0.18	*0.61	*1.63	*0.94
FAMSIZE	2.63	0.33	2.42	0.26	3.16	0.68	*0.70	*1.20	*1.55
FAMORDER	1.09	0.09	1.12	0.09	0.96	0.16	0.31	*1.27	*1.36
SPARINT	5.36	0.45	5.73	0.48	5.33	0.42	*0.79	0.06	*0.86
HOMEWORK	1.79	0.20	1.90	0.25	1.93	0.31	*0.50	*0.59	0.10
TVWATCH	2.16	0.24	2.03	0.31	2.51	0.26	*0.49	*1.41	*1.65
PAREXP	4.73	0.35	5.30	0.44	5.25	0.40	*1.52	*1.45	0.13
EDEXPECT	2.11	0.25	2.54	0.31	2.46	0.29	*1.60	*1.35	0.26
STEACHEX	1.68	0.12	1.75	0.11	1.92	0.20	*0.52	*1.58	*1.09
HOMEREAD	11.36	0.46	11.80	0.58	10.82	0.69	*0.87	*1.03	*1.55
HOMECLIM	23.95	0.98	24.35	0.78	24.73	1.23	*0.43	*0.74	0.38

NOTE: Community Type (RESIDE) definitions: Rural (0.0 - 1.50), Suburban (1.51 - 4.50), Urban (4.51 - 7.0)
*denotes significance beyond .01 level determined by Behrens-Fisher t with Welch's solution for df.

Table 7

Means and Standard Deviations for Condition Variables Within Community Type Subgroups
EQA Data for Grade 11, Spring 1981

Condition Variables	Rural (n=106) Mean	SD	Suburban (n=52) Mean	SD	Urban (n=20) Mean	SD	Significant Contrasts & D-Index R-S	R-U	S-U
GRENROLL	182.21	97.95	397.90	210.58	414.00	272.71	*1.49	*1.66	0.07
PCTTITLI	19.05	10.25	11.11	8.62	34.09	16.85	*0.81	*1.31	*2.00
TUITION	1492.69	192.54	1745.73	346.15	1890.50	238.35	*1.00	*1.98	0.45
TLOCALE	1.29	0.28	1.40	0.28	1.52	0.30	0.37	*0.80	0.44
TSATPAR	1.88	0.22	1.92	0.26	1.50	0.42	0.17	*1.44	*1.31
TEDUC	1.67	0.18	1.92	0.26	2.14	0.23	*1.18	*2.42	*0.86
TEXPER	13.63	1.99	14.32	1.74	14.92	1.43	0.36	*0.67	0.36
CLSIZE	23.52	1.95	24.25	1.79	24.36	1.93	0.39	0.43	0.06
EXTRACT	10.58	1.08	10.93	1.03	10.21	1.36	0.33	0.33	0.64
TRELATE	14.15	2.15	14.98	2.85	12.05	3.06	0.35	*0.91	*1.01
DISRUPT	17.89	1.28	17.57	1.23	15.99	1.86	0.25	*1.37	*1.10
INFLUENC	19.50	1.79	19.83	1.87	18.54	2.08	0.18	0.52	0.67
TSTAFF	7.05	0.66	6.82	0.72	6.69	0.84	0.34	0.52	0.17
DISCPROB	9.54	1.53	9.40	1.71	7.66	1.92	0.09	*1.18	*0.98
PAREDUC	3.53	0.29	4.02	0.56	3.42	0.34	*1.24	0.35	*1.17
PAROCC	56.63	6.79	66.27	8.78	53.67	8.63	*1.28	0.42	*1.44
OCDESIRE	65.37	4.02	71.29	4.27	69.38	4.74	*1.44	*0.97	0.43
OCEXPECT	60.27	5.54	68.06	5.83	65.89	4.78	*1.38	*1.03	0.39
PCTGIRLS	50.41	5.12	49.34	3.36	49.45	9.26	0.23	0.16	0.02
RESIDE	0.73	0.34	2.94	0.84	5.79	0.82	*3.98	*11.21	*3.42
PCTWHITE	95.94	5.39	93.70	4.73	56.35	35.55	*0.43	*2.68	*1.97
LIBRARY	2.05	0.30	1.88	0.28	1.79	0.27	*0.58	*0.88	0.33
STABLE	3.81	0.08	3.79	0.07	3.72	0.14	0.37	*1.04	0.72
FAMSIZE	2.87	0.34	2.76	0.27	3.48	0.64	0.36	*1.51	*1.79
FAMORDER	1.02	0.10	1.04	0.09	0.88	0.13	0.11	*1.43	*1.58
SPARINT	5.16	0.48	5.41	0.51	5.21	0.37	*0.53	0.11	0.41
HOMEWORK	1.69	0.22	1.73	0.26	1.95	0.30	0.18	*1.10	*0.78
TVWATCH	1.49	0.21	1.36	0.21	1.91	0.28	*0.63	*1.28	*2.34
PAREXP	4.73	0.32	5.16	0.42	5.14	0.38	*1.20	*1.21	0.07
EDEXPECT	2.10	0.21	2.42	0.30	2.34	0.29	*1.31	*1.06	0.26
STEACHEX	1.68	0.11	1.71	0.11	1.80	0.14	0.22	*0.91	0.69
HOMEREAD	11.54	0.38	11.76	0.47	11.03	0.56	*0.52	*1.25	*1.48
HOMECLIM	23.61	0.98	23.71	0.83	24.10	0.77	0.10	0.51	0.48

NOTE: Community Type (RESIDE) definitions: Rural (0.0 - 1.50), Suburban (1.51 - 4.50), Urban (4.51 - 7.0)
*denotes significance beyond .01 level determined by Behrens-Fisher t with Welch's solution for df.

Table 8

Relationship of Condition Variables and Basic Skills for Grade 5

Condition Variables	Reading Comprehension				Writing Skills				Mathematics			
	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban
GRENROLL	-10	03	-05	-24	-09	03	02	-24	-12	-04	02	-24
PCTTITLI	-61	-38	-55	-36	-64	-43	-58	-40	-56	-36	-51	-34
TUITION	-08	20	04	-30	-04	22	03	-30	-05	24	-02	-23
TLOCALE	-17	-15	-31	21	-17	-15	-32	22	-09	-05	-23	26
TSATPAR	54	32	31	55	54	31	28	57	53	33	24	57
TEDUC	-17	12	-04	-21	-13	13	-04	-14	-11	12	-01	-12
TEXPER	03	17	05	14	04	15	06	13	05	17	-01	16
CLSIZE	-23	05	-15	-33	-21	07	-16	-26	-26	-08	-06	-34
EXTRACT	54	30	44	54	53	29	38	55	54	33	40	55
TRELATE	68	44	58	67	68	40	58	68	66	44	55	67
DISRUPT	56	31	44	67	57	31	42	63	57	34	44	62
INFLUENC	42	14	23	53	42	16	21	50	43	23	23	51
TSTAFF	38	12	14	41	36	10	12	38	37	07	22	42
DISCPROB	63	34	44	62	61	31	44	62	60	30	44	63
PAREDUC	64	40	74	61	65	40	70	66	59	34	63	64
PAROCC	67	39	71	67	72	45	73	73	63	33	63	68
PCTGIRLS	04	12	01	12	06	15	02	16	00	05	-04	07
PCTWHITE	65	18	37	68	63	16	37	69	61	10	38	71
LIBRARY	39	15	31	42	40	21	32	35	38	17	27	41
STABLE	48	04	13	59	46	02	11	61	46	07	10	61
FAMSIZE	-59	-28	-40	-61	-61	-28	-39	-68	-57	-24	-38	-65
FAMORDER	42	23	14	48	43	25	09	53	40	18	13	54
SPARINT	45	28	48	51	43	26	43	47	43	26	37	51
HOMEWORK	13	01	-02	41	11	-02	-01	36	07	-12	-01	36
TVWATCH	-59	-34	-62	-54	-60	-42	-56	-54	-55	-28	-56	-55
HOMEREAD	62	32	65	59	66	37	69	61	61	36	60	58
HOMECLIM	27	14	31	39	27	12	29	42	26	12	23	42

NOTE: Decimal point omitted from correlations due to space consideration.
Significant correlations at .01 level: for n=300 ($r \geq 14$), for n=100 ($r \geq 23$)
Sample size: Total (n=621), Rural (n=337), Suburban (n=158), Urban (n=126)

Table 9

Relationship of Condition Variables and Basic Skills for Grade 8

Condition Variables	Reading Comprehension				Writing Skills				Mathematics			
	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban
GRENROLL	-08	-05	04	-14	-05	04	-06	-13	-07	-03	00	-20
PCTTITLI	-50	-30	-57	-11	-55	-38	-68	-15	-59	-38	-68	-27
TUITION	-06	04	04	22	04	11	18	28	03	12	14	23
TLOCALE	-13	04	-36	30	-09	10	-43	39	-11	07	-47	43
TSATPAR	64	36	58	70	67	45	60	67	65	39	55	69
TEDUC	-20	14	12	-10	-13	13	24	-02	-12	14	23	02
TEXPER	02	-15	07	06	04	-18	15	06	05	-19	23	11
CLSIZE	-20	00	00	-06	-22	06	-06	-14	-24	-06	-11	-09
EXTRACT	49	24	37	50	54	30	44	54	50	29	34	46
TRELATE	61	38	67	70	66	49	71	70	65	49	66	69
DISRUPT	58	43	49	70	60	51	48	69	59	53	39	65
INFLUENC	42	18	40	44	46	24	44	49	44	24	38	45
TSTAFF	45	20	34	43	49	27	44	44	49	33	38	40
DISCPROB	62	35	62	63	63	39	59	66	63	42	57	61
PAREDUC	51	23	69	38	59	39	80	41	59	29	83	41
PAROCC	54	25	68	43	63	42	77	47	63	38	80	50
PCTGIRLS	-12	02	01	-25	-15	-06	-06	-22	-12	-03	-09	-14
PCTWHITE	72	18	31	71	72	18	19	72	70	21	30	75
LIBRARY	33	-03	27	16	32	-05	26	17	34	11	22	15
STABLE	50	09	08	70	48	02	01	72	45	05	07	66
FAMSIZE	-63	-27	-49	-59	-66	-38	-50	-57	-64	-34	-43	-60
FAMORDER	60	32	27	60	62	38	25	61	62	41	18	64
SPARINT	47	41	76	47	50	45	72	57	45	32	62	55
HOMEWORK	13	40	44	07	14	36	44	16	13	24	42	19
TVWATCH	-71	-49	-72	-64	-72	-53	-72	-61	-71	-38	-77	-68
PAREXP	-04	05	60	-19	04	20	74	-22	05	12	74	-17
EDEXPECT	07	27	67	-05	14	38	78	-06	15	30	76	-03
STEACHEX	-47	-19	30	-58	-43	-10	47	-63	-40	-09	39	-57
HOMEREAD	62	36	69	49	71	50	77	59	69	38	78	61
HOMECLIM	-08	06	23	03	-10	09	10	-02	-11	06	04	-03

NOTE: Decimal point omitted from correlations due to space consideration.
Significant correlations at .01 level: for n=100 ($r \geq 23$), for n=50 ($r \geq 36$)
Sample size: Total (n=231), Rural (n=128), Suburban (n=60), Urban (n=43)

Table 10

Relationship of Condition Variables and Basic Skills for Grade 11

Condition Variables	Reading Comprehension				Writing Skills				Mathematics			
	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban
GRENROLL	-22	-11	02	-31	-18	-07	04	-54	-18	-09	04	-56
PCTTITLI	-47	-12	-53	-48	-58	-23	-64	-59	-59	-27	-55	-57
TUITION	-01	07	39	37	04	11	41	35	01	08	38	27
TLOCALE	-12	04	-40	42	-09	06	-43	40	-10	-01	-35	47
TSATPAR	56	26	51	60	66	40	64	68	61	26	55	74
TEDUC	-19	06	20	-08	-14	09	26	-15	-16	04	25	-16
TEXPER	-02	06	09	20	05	14	08	43	03	06	09	53
CLSIZE	-05	03	-32	34	01	07	-29	43	-02	01	-27	45
EXTRACT	29	01	43	60	35	08	47	63	32	03	38	68
TRELATE	53	26	60	68	62	36	76	75	59	32	65	78
DISRUPT	38	11	27	37	42	16	42	40	42	17	34	42
INFLUENC	24	10	31	17	30	14	46	19	29	13	35	27
TSTAFF	20	03	27	33	22	02	41	35	20	04	33	33
DISCPROB	45	16	53	50	51	25	68	50	47	21	59	46
PAREDUC	41	18	68	52	53	34	77	62	50	22	73	60
PAROCC	42	19	69	52	56	35	79	65	55	33	73	64
PCTGIRLS	22	28	-09	38	20	28	-11	35	16	26	-13	28
PCTWHITE	62	26	05	67	67	26	01	75	70	30	11	83
LIBRARY	24	09	40	09	18	03	41	02	20	13	37	-04
STABLE	37	16	-04	70	39	14	-07	79	40	15	02	81
FAMSIZE	-47	-06	-36	-56	-58	-20	-39	-71	-59	-21	-33	-75
FAMORDER	30	-03	04	36	41	11	13	49	41	09	09	54
SPARINT	47	55	61	66	50	60	68	54	43	48	62	48
HOMEWORK	09	36	63	-17	08	40	73	-30	02	37	65	-42
TVWATCH	-68	-47	-63	-70	-73	-52	-69	-73	-72	-45	-67	-74
PAREXP	13	26	55	08	22	38	64	06	15	23	56	02
EDEXPECT	23	34	62	32	30	43	70	25	25	32	64	21
STEACHEX	-11	04	57	-55	-08	19	58	-63	-08	17	56	-60
HOMEREAD	64	47	65	65	70	50	73	74	67	46	69	68
HOMECLIM	12	30	53	-33	09	30	50	-37	-01	08	49	-40

NOTE: Decimal point omitted from correlations due to space consideration.
Significant correlations at .01 level: for n=100 ($r \geq 23$), for n=50 ($r \geq 36$), for n=20 ($r \geq 55$)
Sample size: Total (n=178), Rural (n=106), Suburban (n=52), Urban (n=20)

Table 11

Relationship of Condition Variables and Selected Attitudinal Areas for Grade 5

Condition Variables	Self-Esteem				Interest in School and Learning				Societal Responsibility			
	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban
GRENROLL	-11	-05	-08	-22	-09	-04	-07	-10	-21	-11	-07	-22
PCTTITLI	-33	-14	-23	-15	19	09	08	31	-14	05	03	-04
TUITION	10	16	07	-07	08	06	04	26	-22	-06	06	-21
TLOCALE	-01	04	-14	30	-01	-03	-06	01	-02	-06	-11	28
TSATPAR	40	18	34	46	02	11	11	02	36	23	16	43
TEDUC	-01	-02	14	-02	11	04	18	10	-19	00	14	-19
TEXPER	08	06	10	16	09	06	07	16	01	12	07	08
CLSIZE	-21	-09	-05	-25	-09	-11	-05	-19	-22	-07	-15	-36
EXTRACT	38	11	27	53	08	13	13	18	38	19	11	18
TRELATE	50	24	44	58	04	14	16	06	41	24	18	54
DISRUPT	42	16	34	58	08	12	14	21	40	22	14	56
INFLUENC	34	12	26	47	13	21	20	13	36	22	14	52
TSTAFF	28	04	16	44	03	02	15	15	35	12	04	54
DISCPROB	44	20	39	52	05	18	14	07	45	27	12	55
PAREDUC	43	12	38	50	-08	-13	10	-03	12	-13	11	33
PAROCC	44	15	35	50	-10	-07	03	-08	14	-15	07	-35
PCTGIRLS	07	14	04	03	13	15	19	01	17	21	35	16
PCTWHITE	35	07	10	46	-13	14	-18	-16	49	16	04	59
LIBRARY	26	14	18	20	-09	20	16	-02	26	19	04	39
STABLE	31	02	08	58	-02	02	-05	15	38	06	04	50
FAMSIZE	-40	-15	-35	-47	06	06	-12	-02	-28	03	-15	-41
FAMORDER	34	15	27	46	01	-03	19	15	26	04	15	40
SPARINT	57	49	48	62	42	50	40	49	46	44	35	57
HOMEWORK	05	-10	-05	38	08	06	04	22	12	-02	-04	42
TVWATCH	-43	-27	-27	-47	-12	-21	-20	-12	-35	-22	-20	-50
HOMEREAD	43	17	33	51	-04	-02	07	06	21	-08	11	35
HOMECLIM	41	26	39	58	31	27	34	44	21	06	24	41

NOTE: Decimal point omitted from correlations due to space consideration.
Significant correlations at .01 level: for n=300 ($r \geq 14$), for n=100 ($r \geq 23$)
Sample size: Total (n=621), Rural (n=337), Suburban (n=158), Urban (n=126)

Table 12

Relationship of Condition Variables and Selected Attitudinal Areas for Grade 8

Condition Variables	Self-Esteem				Interest in School and Learning				Societal Responsibility			
	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban
GRENROLL	02	02	-06	-16	-07	-10	-08	-15	-34	-29	-11	-30
PCTTITLI	-09	05	-36	-02	14	08	-17	26	12	18	17	00
TUITION	22	08	16	27	11	04	12	10	-35	-23	-30	15
TLOCALE	04	-03	-09	27	-03	-08	-17	12	-10	-08	12	05
TSATPAR	28	24	31	34	09	21	32	03	-05	-22	-14	22
TEDUC	18	11	17	-02	07	-04	07	-16	-34	-09	-28	-14
TEXPER	-08	-22	08	-04	-13	-14	-13	-06	-04	-02	-02	-01
CLSIZE	-03	03	08	-20	03	-06	11	-07	-12	-08	10	-22
EXTRACT	27	29	16	28	16	22	45	10	-04	-06	-14	10
TRELATE	40	40	34	47	20	29	35	20	-07	-16	-20	28
DISRUPT	29	32	10	44	15	26	23	17	05	-08	-18	36
INFLUENC	23	25	04	40	19	28	29	22	00	-04	-15	27
TSTAFF	19	28	14	09	09	26	25	-08	-05	-05	-27	-01
DISCPROB	32	35	32	46	18	32	36	18	09	-01	-10	25
PAREDUC	33	26	35	38	-02	-05	12	-07	-27	-41	-25	17
PAROCC	28	10	34	36	-07	-07	18	-12	-28	-41	-29	18
PCTGIRLS	-05	-02	-23	05	09	-01	08	29	19	22	17	13
PCTWHITE	-02	-07	-06	09	-25	-12	-09	-30	18	06	04	04
LIBRARY	04	01	28	14	05	11	27	16	18	-01	22	08
STABLE	14	17	15	41	00	16	04	15	39	31	12	40
FAMSIZE	-16	-12	-40	-12	10	-11	-16	25	-02	05	-01	-06
FAMORDER	13	04	25	23	-08	11	10	-20	11	00	09	13
SPARINT	60	57	66	58	59	70	72	45	15	28	18	40
HOMEWORK	46	37	47	51	46	42	47	51	16	27	17	41
TVWATCH	-21	-22	-23	-24	-04	-17	-22	-09	-07	-01	08	-35
PAREXP	34	30	42	08	16	10	12	25	-38	-28	-24	-02
EDEXPECT	42	39	47	28	26	24	21	43	-31	-20	-20	19
STEACHEX	09	12	35	-25	15	06	01	08	-24	16	-11	-08
HOMEREAD	43	49	40	46	07	21	24	07	-03	-12	-09	26
HOMECLIM	31	39	41	01	35	35	22	34	09	26	36	07

NOTE: Decimal point omitted from correlations due to space consideration.
Significant correlations at .01 level: for n=100 ($r \geq 23$), for n=50 ($r \geq 36$)
Sample size: Total (n=231), Rural (n=128), Suburban (n=60), Urban (n=43)

Table 13

Relationship of Condition Variables and Selected Attitudinal Areas for Grade 11

Condition Variables	Self-Esteem				Interest in School and Learning				Societal Responsibility			
	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban	Total	Rural	Suburb	Urban
GRENROLL	18	02	20	-17	28	-02	26	44	-41	-33	-06	-44
PCTTITLI	-09	-16	-44	-06	18	00	-22	38	-06	16	-17	-37
TUITION	43	25	50	42	35	10	40	24	-24	-21	04	34
TLOCALE	02	03	-24	-20	-04	-01	-38	-26	-21	-07	-32	00
TSATPAR	18	33	42	21	-01	30	42	-38	27	06	28	46
TEDUC	34	10	44	14	36	04	39	37	-42	-34	-08	-17
TEXPER	01	-01	22	-11	00	-01	-12	-57	-11	-04	02	12
CLSIZE	-01	-09	-06	00	00	03	-12	-31	-13	-08	16	19
EXTRACT	22	29	27	09	19	29	47	-22	12	-05	29	55
TRELATE	27	35	48	18	13	35	44	-33	23	08	31	52
DISRUPT	-02	12	23	-08	-11	11	16	-22	24	03	26	19
INFLUENC	17	27	22	-01	19	28	47	-09	17	08	39	14
TSTAFF	08	07	33	09	16	23	43	-03	18	-02	30	25
DISCPROB	11	15	42	20	07	20	47	-06	26	03	39	37
PAREDUC	32	29	53	32	09	12	35	-24	-08	-20	15	45
PAROCC	29	26	54	26	04	08	36	-26	-07	-19	16	48
PCTGIRLS	14	17	25	12	10	26	16	-18	24	17	27	31
PCTWHITE	-28	-14	-19	-25	-46	-08	-20	-63	35	22	-15	40
LIBRARY	07	10	24	56	12	16	38	55	36	23	40	20
STABLE	-11	-08	-04	27	-19	06	-14	-35	38	16	26	63
FAMSIZE	-10	-23	-46	-15	21	-11	-13	50	-19	15	-37	-52
FAMORDER	-05	00	25	05	-26	-09	14	-50	08	-24	18	33
SPARINT	57	62	60	38	65	78	80	28	28	37	43	52
HOMEWORK	41	28	45	48	52	35	52	65	16	37	46	-05
TVWATCH	-10	-27	-36	-07	11	-19	-26	29	-24	-12	-13	-57
PAREXP	56	54	63	28	37	32	39	13	-18	-01	06	07
EDEXPECT	52	45	68	38	36	32	43	14	-13	00	13	25
STEACHEX	32	20	66	-18	30	11	43	21	-15	-04	35	-59
HOMEREAD	29	43	50	31	10	39	45	-27	23	06	29	56
HOMECLIM	52	49	58	41	51	55	37	49	24	38	52	-19

NOTE: Decimal point omitted from correlations due to space consideration.
Significant correlations at .01 level: for n=100 ($r \geq 23$), for n=50 ($r \geq 36$), for n=20 ($r \geq 55$)
Sample size: Total (n=178), Rural (n=106), Suburban (n=52), Urban (n=20)

Table 14

Variables Showing Significant Differences Between Correlations in at Least Two Basic Skill Areas

Condition Variables	GRADE 5	GRADE 8	GRADE 11
GRENROLL	U>R, U>S		
PCTTITLI	S>R, S>U	S>U	U>R, U>S
TUITION	U>S, R>S		S>R
TLOCALE	S>U, U>R	S>R, S>U	S>R, U>R, S>U
TSATPAR	U>S, U>R	U>R	
TEDUC	U>R		
TEXPER			
CLSIZE	U>R		S>U
EXTRACT	U>R		U>R, S>R
TRELATE	U>R		U>R, S>R
DISRUPT	U>R, U>S	U>S	
INFLUENC	U>R, U>S		
TSTAFF	U>R, U>S		
DISCPROB	U>R, U>S	U>R	S>R
PAREDUC	S>R, U>R	S>R, S>U	S>R
PAROCC	S>R, U>R	S>R, S>U	S>R
PCTGIRLS			
PCTWHITE	U>R, U>S	U>R, U>S	U>R, U>S
LIBRARY	U>R		S>R
STABLE	U>R, U>S	U>R, U>S	U>R, U>S
FAMSIZE	U>R, U>S		U>R
FAMORDER	U>R, U>S		S>U
SPARINT	U>R	S>R	
HOMEWORK	U>R, U>S		S>R, S>U, R>U
TVWATCH	S>R	S>R	
PAREXP	NA	S>R, S>U	S>R, S>U
EDEXPECT	NA	S>R, S>U	S>R, S>U
STEACHEX	NA	U>R, S>R, U>S	S>R, S>U, U>R
HOMEREAD	U>R, S>R	S>R	
HOMECLIM	U>R		S>U, R>U

NOTE: Results reflect differences between correlation coefficients presented in tables 8-10. Significance tested at .05 level using Fisher's z transformation.

Table 15

Variables Showing Significant Differences Between Correlations for Selected Attitudinal Areas

Condition	Self Esteem			Interest in School and Learning			Societal Responsibility		
Variables	Gr. 5	Gr. 8	Gr. 11	Gr. 5	Gr. 8	Gr. 11	Gr. 5	Gr. 8	Gr. 11
GRENROLL									
PCTTITLI		S>R		U>R	U>S	U>S			U>R
TUITION	R>U			U>R				U>R,U>S	U>R
TLOCALE	U>R,U>S					S>R	U>R,U>S		
TSATPAR	U>R					R>U,S>U	U>R,U>S	U>R	
TEDUC			S>R			S>R			
TEXPER						U>R			
CLSIZE							U>R		
EXTRACT	U>R,U>S					S>U,R>U			U>R,S>R
TRELATE	U>R,U>S					S>U,R>U	U>R,U>S	U>R,U>S	
DISRUPT	U>S>R						U>R,U>S	U>R,U>S	
INFLUENC	U>R,U>S					S>U	U>R,U>S	U>S	
TSTAFF	U>R,U>S						U>R,U>S		
DISCPROB	U>R,S>R					S>U	U>R,U>S		S>R
PAREDUC	U>R,S>R					S>U	U>R,S>R	U>R,U>S	U>R,S>R
PAROCC	U>R,S>R					S>U	U>S>R	U>R,U>S	U>R,S>R
PCTGIRLS									
PCTWHITE	U>R,U>S			R>S,R>U		U>R	U>R,U>S		R>S,U>S
LIBRARY			U>R				U>R,U>S		
STABLE	U>R,U>S						U>R,U>S		U>R
FAMSIZE	U>R,U>S				U>R	U>R,U>S	U>R,U>S		U>R,S>R
FAMORDER	U>R					U>R,U>S	U>R,U>S		U>R,S>R
SPARINT				S>R	R>U,S>U	R>U,S>U			
HOMEWORK	U>R,U>S						U>R,U>S		
TVWATCH	U>R					U>S	U>R,U>S	U>R,U>S	U>R
PAREXP	NA			NA			NA		
EDEXPECT	NA			NA			NA	U>R	
STEACHEX	NA	S>U,R>U	S>R	NA		S>R	NA		U>R,S>R,U>S
HOMEREAD	U>R		S>R,S>U			S>U,R>U	U>R,U>S	U>R	U>R
HOMECLIM	U>R	S>U,R>U					U>R,U>S		R>U,S>U

NOTE: Results reflect differences between coefficients presented in tables 11-13.
Significance test at .05 level using Fisher's z transformation.